



national network of state school improvement leaders

School Improvement Grant (SIG) Intervention Models

A webinar series prepared by the **Center on Innovation & Improvement** for use by the regional comprehensive centers and state education agencies to inform local education agencies.



National Network of State School Improvement Leaders (NNSSIL)

Mission

To provide collegial support among state leaders of school improvement to build, utilize and disseminate a robust body of knowledge of professional practices leading to systemic educational change.

Membership

- ☐ 50+ SEAs and territories
- ☐ 16 Regional Comprehensive Centers (RCCs)
- ☐ CII & CCSSO as administrative partners



For more information: <http://www.centerii.org/leaders>

COMPREHENSIVE TECHNICAL ASSISTANCE CENTERS

The U.S. Department of education supports a system of “comprehensive technical assistance centers” consisting of 16 regional centers and five national content centers. These centers provide technical assistance primarily to state education agencies, with the regional centers directly serving the states in their regions and the content centers providing expertise, materials, and tools to aid the regional centers in their work.

NATIONAL CONTENT CENTERS

Assessment and Accountability Comprehensive Center

Center on Innovation & Improvement

Center on Instruction

National Comprehensive Center for Teacher Quality

National High School Center

For directory of the centers

see: www.centerii.org

REGIONAL COMPREHENSIVE CENTERS

- ❑ Alaska Comprehensive Center
- ❑ Appalachia Region Comprehensive Center
- ❑ California Comprehensive Center
- ❑ Florida & Islands Comprehensive Center
- ❑ Great Lakes East Comprehensive Center
- ❑ Great Lakes West Region Comprehensive Center
- ❑ The Mid-Atlantic Comprehensive Center
- ❑ Mid-Continent Comprehensive Center
- ❑ New England Comprehensive
- ❑ New York Comprehensive
- ❑ North Central Comprehensive Center
- ❑ Northwest Regional Comprehensive
- ❑ Pacific Comprehensive Center
- ❑ Southeast Comprehensive
- ❑ Southwest Comprehensive Center
- ❑ Texas Comprehensive Center

Featured Presenter



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and Education Consultant**

THE RESTART MODEL

March 2010

Lauren Morando Rhim
LMR Consulting

WEBINAR OVERVIEW

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Definition/scope of the school restart model

Theory of action underlying the restart model

Strategies to maximize impact of school restart

Timelines

Pitfalls to avoid

Guiding questions

Key resources

DEFINITION: SCHOOL CHANGE STRATEGIES

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Turnaround

Restart

Closure

Transformation

DEFINITION: RESTART MODEL

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LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**

A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.

As part of this model, a State must review the process the LEA will use/has used to select the partner.

DEFINITION: CHARACTERISTICS OF RESTART

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Across-the-board change



Authority to do things differently

Based upon a relationship outlined in a
performance contract

DEFINITION: RESTART MODEL OPTIONS

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Restart School

Converts to charter

Performance
contract

Charter School Board

Education
Management
Organization

Charter
Management
Organization

Independent
Operator

Education
Management
Organization

Charter
Management
Organization

THEORY OF ACTION

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Starting fresh allows a state, district, or other authorizing entity to ***break the cycle of low achievement*** by making ***deep*** and ***fundamental*** changes to the way the school operates

Source: National Association of Charter School Authorizers (2005). Starting Fresh Series

STRATEGIES: CREATE NEW SCHOOL CULTURE SUPPORTING EFFECTIVE INSTRUCTIONAL PRACTICE

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To realize the full potential of restarting low-achieving schools, states/districts must:

- define explicit expectations for performance;
- empower high capacity school leaders to make dramatic changes absent avoidable intrusion from external governing bodies (e.g., state, school district, or authorizer);
- create a positive new school culture that will catalyze success;
- recruit and retain skilled and committed educators to the schools and classrooms with the greatest need; and
- satisfy and engage parents in order to keep them in public schools.

Source: National Association of Charter School Authorizers (2005). Starting Fresh Series

STRATEGIES: PLANNING CHECKLIST

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Allocate time to plan / prepare



Establish rigorous selection process



Recruit and select highly skilled providers/leaders

- Board and/or EMO/CMO-level
- School level (principal / CEO)



Establish conditions to support restart

- Freedom to act
- Staff aligned with mission / approach



Engage parents and community



Implement effective instructional practices and rigorous performance accountability

STRATEGIES: ESTABLISH RIGOROUS SELECTION PROCESS

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Rubric to assess
CMO/EMO quality*

Academic?

Fiscal and
operational?

Potential?

*Adapted from Rhim, L. M. (2009). *Charter School Replication: Growing a Quality Charter School Sector*.

National Association of Charter School Authorizers

Prepared for NNSSIL by Center on Innovation & Improvement and Council of Chief State School Officers

3/5/2010

STRATEGIES: RUBRIC TO ASSESS CMO/EMO ACADEMIC ACHIEVEMENT

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What is the CMO/EMO's academic performance relative to local and state averages?

Has the CMO/EMO demonstrated student academic growth over time, particularly among student populations similar to the target population for the proposed replication?

Has the CMO/EMO demonstrated improved graduation rates and readiness for post-secondary education?

What is the post-secondary success rate of graduates of CMO/EMO schools?

Is there evidence of unmet demand for the school model (e.g., waitlists)?

STRATEGIES: RUBRIC TO ASSESS CMO/EMO *FISCAL AND OPERATIONAL RECORD*

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Does the CMO/EMO have a track record of successfully recruiting high-quality school leadership and instructional personnel?

Has enrollment in schools operated by the CMO/EMO been stable or grown over time?

Does the application from the CMO/EMO include evidence of a well-functioning governance board or boards?

Has the CMO/EMO met state and federal financial reporting requirements in the states in which it operates?

Does the CMO/EMO's most recent fiscal audit indicate positive financial health?

STRATEGIES: RUBRIC TO ASSESS CMO/EMO POTENTIAL

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Plan for sustainable growth?

- Specific projections regarding anticipated growth?
- Rational plan reflecting awareness of key policy issues and potential challenges?
- Appropriate performance expectations based on evidence?
- Skilled and stable management team charged with leading restart effort?
- Practical plan to create pipeline of teachers and leaders?

Evidence of Successful Transferability?

- Corporate mission and vision statement?
- Evidence based educational model reflecting best practice?
- Coherent corporate voice regarding school model reflecting clear company culture?
- Capacity to provide professional development to support school model?
- Plan to train all new school personnel on an ongoing basis?
- Means to track fidelity of implementation of school model?

STRATEGIES: DISTRICT ROLE

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Cultivate supply of
restart providers
(e.g., non-profits,
charter operators,
IHE)

Extend freedom to
act

Attract restart
providers (e.g.,
EMO/CMO's with
track record of
success)

Develop rigorous
selection criteria

Negotiate
relationship terms

**Hold providers
accountable for
outcomes**

STRATEGIES: PERFORMANCE ACCOUNTABILITY CHECKLIST

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Establish clear, measurable, and achievable student achievement and organizational performance goals;



Collect a tangible body of evidence;



Establish process for evaluation that includes examining academic, organizational, financial and compliance data;



Develop data gathering and reporting cycle;



Articulate consequences for failure to meeting performance targets



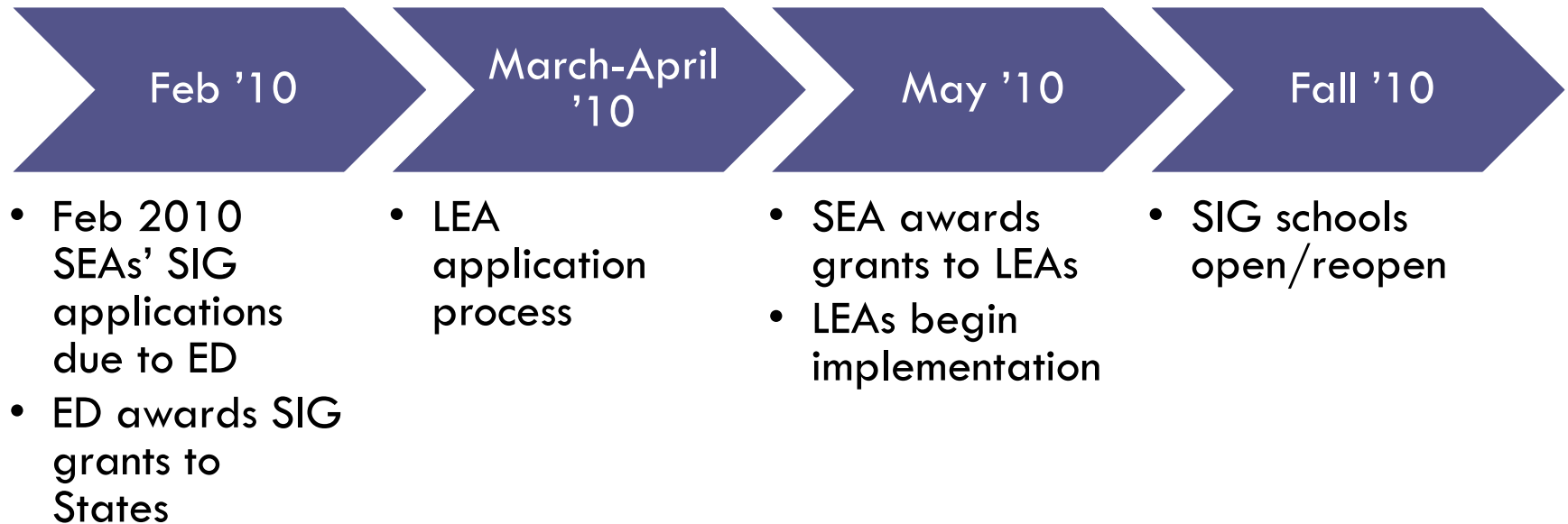
Prepare to retry if restart falters, and



Develop criteria for renewal or revocation of the contract.

SIG GRANT TIMELINE

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FAST TRACK- AND EXTENDED- PLANNING RESTART

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**Fast - Track
Planning Restart**

**March –
September**

**Extended
Planning Restart**

**September
-
September**

FAST-TRACK RESTART TIMELINE

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MARCH

- Develop selection criteria
- Release call for proposals
- Establish selection process

APRIL

- Review proposals
- Conduct due diligence
- Negotiate relationship terms
- Hire skilled restart leader
- Recruit skilled teachers
- State to review the process the LEA will use/has used to select the partner

MAY

- Complete hiring all school personnel
- Develop plan to manage assets (e.g., curriculum materials, furniture, and technology) that "belong" to the school

JUNE - AUGUST

- Analyze data and problem solve
- Develop plan based on detailed data analysis of school culture and capacity
- Professional development
- Establish action plan with high priority goals and benchmarks

SEPTEMBER

- Implement plan based on detailed data analysis of school culture and capacity
- Track adoption of model and establishment of positive school culture
 - Monitor instructional practices
 - Assess benchmark student assessment data

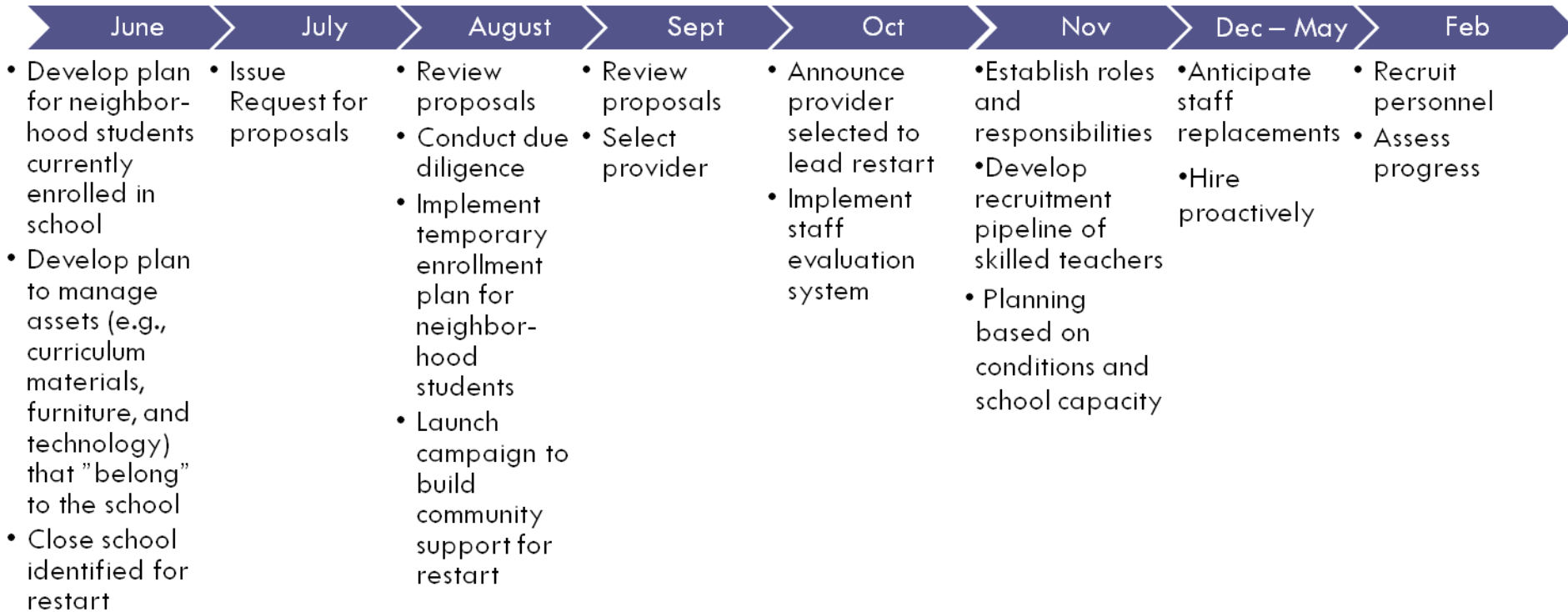
OCTOBER

- Initiate ongoing cycle of continuous progress monitoring and adjustment

EXTENDED PLANNING RESTART

TIMELINE

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POLICY PITFALLS TO AVOID

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Weak charter statute that limits charter schools' operational autonomy



Language requiring majority of teachers to approve conversion to charter status



Inequitable charter school funding statutes



Prescriptive district procurement procedures that preclude merit-based selection of restart providers



Inhibiting autonomy that leads to inhibiting implementation of CMO/EMO or charter school model

PRACTICAL PITFALLS TO AVOID

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“Conventional wisdom” about degree of prescription outlined in collective bargaining agreements



Weak/bureaucratic—as opposed to performance based—provider selection procedures



Ambiguous relationship terms



Failure to consistently implement effective instructional practices



Undefined accountability metric



Absence of consequences for failure to meet performance goals

GUIDING QUESTIONS

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What policy barriers may impede efforts to leverage the restart approach?



What steps are required to cultivate a pipeline of restart providers?



How can I leverage federal funding to stimulate a supply of restart providers?



Is the statewide system of support aligned to scaffold restart efforts?



RESOURCES

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FURTHER QUESTIONS....

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<http://www.centerii.org/>

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